

Yellow Book 1

New Syntax

- ▶ Prepositional phrases that are part of a noun phrase (NP) (e.g., “rabbits with white fur”)

Note that each prepositional phrase is chunked as a single unit to show that it is actually part of the NP and acts as a postmodifier of the noun.

Story 1: Long Ears

Prereading Activities

Table of Contents	<p>▶ Introduce Yellow Book 1 to the students. Tell the students to find the Table of Contents and have them read the first, second, and third titles of stories. Ask the students what the three titles have in common. Write the titles on the board. (The first three stories are about animals.) Have the students determine what animal each story is about. Have the students identify the page number for the first story, “Long Ears.”</p> <p>After the students have reviewed the titles for all of the stories, have them predict which story they will like best. They can write the title at the back of their Workbook.</p>
Title Page	<p>▶ After discussing the picture and the title, tell the students that this selection is not a story. Explain why it is not a story. Tell them that this selection gives information about rabbits. Ask the students what kind of information they might learn from the story. Ask them why the story is titled “Long Ears.” Start the development of a K-W-L-Plus Chart with the students by having them write what they already know about rabbits in the first column and what they want to learn in the second. After the guided reading section is finished, have the students complete the K-W-L-Plus Chart (McAnally, Rose, & Quigley, 2007).</p>
Emphasized Structures	<p>▶ Before the students read the story, provide language practice with prepositional phrases as part of a noun phrase if they do not already know this structure. These forms are used only when there is a need or desire to differentiate between two or more groups (e.g., “some rabbits with white fur,” “the girl with the blue hat,” “the girl with the red hat”). Some of the postmodifiers can be used either as an adjective or in a postmodifying prepositional phrase (e.g., “straw house” or “house of straw”). You may want to discuss the meanings of these phrases, but take care not to use examples that have the same surface form but do not share the same characteristic (e.g., “cup of tea” does not equal “tea cup”).</p>
Spelling Pretest	<p>▶ Have the students complete the Pretest for this story and immediately correct misspelled words.</p>
New Words	
all*	<p>▶ Show the children the word on page 2. Write the word on the board and sign/say and fingerspell it. Ask the students how many letters are in the word. Ask them what the first and last letters are and have them fingerspell the word.</p> <p>Give each student a paper. Write on the board the sentence “All the children have paper.” Take the paper away from some of the students, cross out the word</p>